

Good afternoon, Chair Lively, Vice-Chair Ruiz and Vice-Chair McIntire and members of the committee. For the record my name is Melissa Cole and I serve in the role of AVID Vice President in the Western Region, which includes Oregon. I have also served in the role of Oregon educator, principal, Director of Secondary Education, parent and now grandparent. Thank you for allowing me to share my experience and support of HB3120-2.

Let this serve as my testimony supporting HB3120-2, The Higher Education Coordinating Commission shall establish a grant program for the purpose of supporting organizations that expand the scope and community reach of college access and success programs for the purpose of increasing college enrollment and post-secondary completion rates for Oregon's historically underrepresented. This bill also aligns with the recommendations of the Joint Task Force On Student Success for Underrepresented Students in Higher Education (JTUSHE).

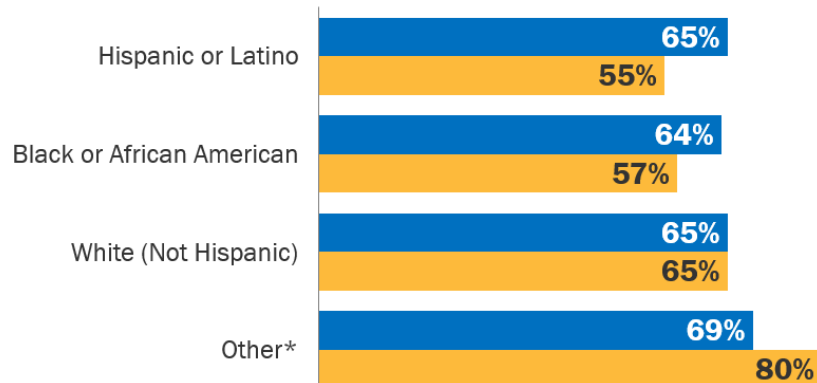
In the last biennium budget, HB 2412-2 invested \$5 Million to five College Access and Success organizations in the state. The intended purpose of those funds was to increase support services for Oregon's historically underrepresented students and expand the number of students served across the state.

As a daughter of a migrant worker and first generation college student, I am just one example of the impact college access and success has on not one individual – rather generations. In the last biennium budget, AVID received funds to invest in college readiness – serving educators across Oregon by investing in professional learning – which has a lasting impact on outcomes for students. The Oregon investment of HB 2412-2 contributed to college access and success by investing in organizations, like AVID who are changing outcomes for generations.

[Hood River AVID Students Reflect on Success](#) – this article highlights the direct impact that is being made for Oregon students, as a result of a districts approach to making college a reality for underrepresented students – supporting student agency, opportunity knowledge and rigorous coursework – which promote college and career readiness.

AVID Elective students most of who are underrepresented in college succeed in college and career.

2020 AVID and U.S. Seniors Who Enrolled in College the First Fall Term After High School



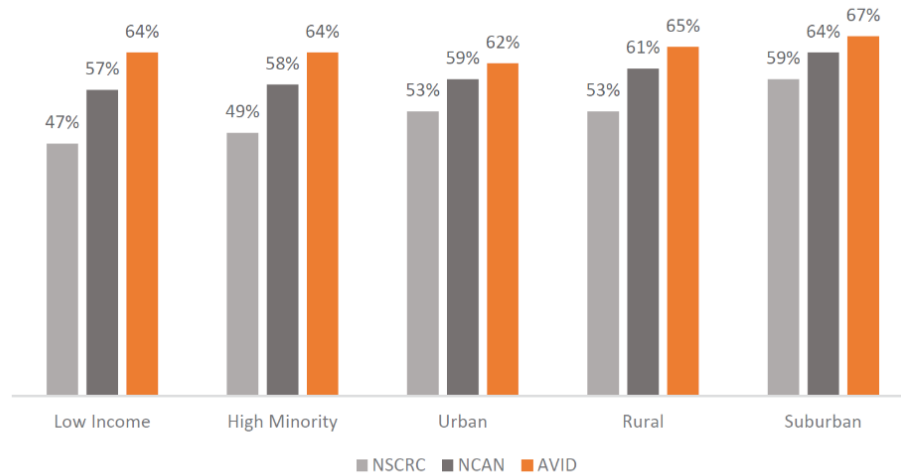
When broken out by ethnicity, the achievement gap in college enrollment spans only five percentage points for AVID seniors and 25 percentage points for the U.S. overall.

*Other includes Asian, American Indian, or Alaska Native students, students of two or more races, and students who declined to state.

AVID programs in every high school environment produce college-ready students at rates that far exceed **national benchmarks**.

First Fall Enrollment by High School Characteristics, Class of 2020

(NCAN and NSCRC figure below has been modified to include AVID data.)



²NCAN and NSCRC data represented in the figure above is from 2021 National College Access and Success Benchmarking Report, titled Closing the College Graduation Gap.

Not only does AVID make an impact with students enrolling in college, but AVID impacts persisting in college. HB 3120-2 moves us closer to closing gaps for Oregon students.

Shouldn't we want our children, grandchildren, all Oregon children to be able to access college and be successful? Oregon's continued investment in college access and success organizations that serve and support underrepresented students will contribute to community success across the State. HB 3120-2 serves to meet a need in Oregon with a sustainable focus on college access and success – together WE can achieve limitless possibilities for our students.

Sincerely,

Melissa Cole
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AVID Center | Proven Achievement. Lifelong Advantage.

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